

Weekly Compilation of
**Presidential
Documents**



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Editor's Note: The President was in San Jose, CA, on April 21, the closing date of this issue. Releases and announcements issued by the Office of the Press Secretary but not received in time for inclusion in this issue will be printed next week.

WEEKLY COMPILATION OF

PRESIDENTIAL DOCUMENTS

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Week Ending Friday, April 21, 2006

The President's Radio Address

April 15, 2006

Good morning. Monday is tax day, and that means many of you are busy finishing up your tax returns. The good news is that this year Americans will once again keep more of their hard-earned dollars because of the tax cuts we passed in 2001 and 2003.

An important debate is taking place in Washington over whether to keep these tax cuts in place or to raise your taxes. For the sake of American workers and their families, and for our entrepreneurs, I believe Congress needs to make the tax relief permanent.

Our economy prospers when Americans like you make the decisions on how to spend, save, and invest your money. So the tax relief we passed cut taxes for everyone who pays income taxes. We cut taxes on families by lowering rates and by doubling the child credit. We also reduced the marriage penalty, because our Tax Code should encourage marriage, not penalize it. We cut taxes on small businesses, allowing them to expand and hire more workers. And we worked with Congress to phase out the death tax, because Government should not tax farmers or small-business owners twice—once when you make your money and the second time when you try to pass the fruits of your life's work on to your loved ones.

So far, the tax relief I signed has left \$880 billion with America's workers and small-business owners and families, and you have used that money to fuel an economic resurgence. Our economy has added jobs for 31 months in a row, creating more than 5.1 million new jobs for American workers. And the unemployment rate is now down to 4.7 percent, below the average rate for each of the past four decades. Real after-tax income per person has grown by more than 8 percent since I took office. And that means, on average, Americans have an income that is \$2,100

higher this year than it was at the beginning of 2001, after adjusting for inflation.

Not everyone agrees that we should let you keep more of your money. Some in Washington said that by cutting taxes, we were ruining our economy. On the day that the House and Senate were finalizing the 2003 tax cuts, one Democratic leader said these cuts would do nothing to create jobs. Since then, the facts have proven that critic wrong—5.1 million times over.

Tax relief has done exactly what it was designed to do: It has created jobs and growth for the American people. Yet some here in Washington are now proposing that we raise taxes, either by repealing the tax cuts or letting them expire. These are the same politicians who told us that letting you keep more of your own money would be irresponsible and reckless and shameful. They were wrong then, and they are wrong now. To keep our economy creating jobs and opportunity, Congress needs to make the tax relief permanent.

There's more to do to maintain America's economic strength. We're working to address rising energy prices and health care costs, which puts pressure on family budgets and the bottom lines of our small businesses. I have proposed practical reforms that would make health care more available and affordable, and I put forward an energy initiative that would make our dependence on Middle Eastern oil a thing of the past. I urge Congress to act on these important priorities, so we can keep America the economic leader of the world and allow more families and small businesses to realize the American Dream.

America's economy is strong and benefiting all Americans. By keeping taxes low and adopting sound policies that help our workers to compete and our businesses to grow and expand, we will keep the economy moving forward and extend prosperity and hope in our country.

Thank you for listening.

NOTE: The address was recorded at 7:36 a.m. on April 13 in the Cabinet Room at the White House for broadcast at 10:06 a.m. on April 15. The transcript was made available by the Office of the Press Secretary on April 14 but was embargoed for release until the broadcast. The Office of the Press Secretary also released a Spanish language transcript of this address.

Remarks Following a Meeting on Taxes and the National Economy in Sterling, Virginia
April 17, 2006

I want to thank Carlos and Owen and Adam for inviting us to their business. I also want to thank the other folks that we had a discussion with for coming over. We've got folks that have benefited from the tax relief, both as a small-business owner and/or an employee—except for Mike; he's a firefighter. And it's been a good discussion.

Here's what I come away with: One, the tax relief helped small businesses a lot. And since small businesses create two-thirds of the new jobs of America, it is no wonder that our job base is expanding. When you help the small-business owner with tax relief, you're helping to create employment. And that's what we're seeing across the country. We've added 5.1 million new jobs in the last 2½ years. A lot of it has to do with the fact that our small-business owners are confident, and they're investing, and they're expanding the job base.

I talked to Shannon Bennett. She's a single mom with one young son who saved about \$1,200 or \$1,300 on her taxes this past year. And it's important for her family that she has got some additional money. Owen—I mean, Mike has got three children. He's a firefighter. The tax relief helped. In other words, tax relief helped the small-business owner; it's helped our families.

And what's interesting is, the tax relief is set to expire. Actually, there's some Democrats in Congress who would like to raise taxes now. And if that happens, it will be a tax increase no one expects, no one wants. It will be like getting hit by one of these granite rocks.

And so I strongly urge the United States Congress to understand the positive effects

of the tax relief and to keep the taxes low—keep the taxes low on the working people, keep the taxes low on these small-business owners, so that we continue—so that we can continue to be the—an economy that leads the world.

And I want to thank you for your time, letting us come by. It's tax day, and it's a day to recommit ourselves to low taxes. It's a day that understands that when these people filing out their forms and writing checks to the Government, that it's the people's money that's coming to Washington, DC. And we intend to let people keep more of their own money, for the sake of the economy and for the sake of our families.

So thanks for letting us come by. Appreciate your hard work. I love the fact that you're living the American Dream.

NOTE: The President spoke at 11:12 a.m. at Europa Stone Distributors, Inc. In his remarks, he referred to Carlos Varela, co-owner and president, Owen Werthmann, co-owner and vice president, and Adam Mahmud, co-owner and vice president, Europa Stone Distributors, Inc.; and Miguel "Mike" Obleas, firefighter, Fairfax County Fire and Rescue Department.

Memorandum on Designation of Officers of the Social Security Administration

April 17, 2006

Memorandum for the Commissioner of Social Security

Subject: Designation of Officers of the Social Security Administration

By the authority vested in me as President under the Constitution and the laws of the United States of America, including the Federal Vacancies Reform Act of 1998, 5 U.S.C. 3345 *et seq.*, I hereby order that:

Section 1. Order of Succession.

During any period when both the Commissioner of Social Security (Commissioner) and the Deputy Commissioner of Social Security (Deputy Commissioner) have died, resigned, or otherwise become unable to perform the functions and duties of the office of Commissioner, the following officers of the Social Security Administration, in the

order listed, shall perform the functions and duties of the office of Commissioner, if they are eligible to act as Commissioner under the provisions of the Federal Vacancies Reform Act of 1998, until such time as the Commissioner or Deputy Commissioner is able to perform the functions and duties of the office of Commissioner:

Chief of Staff;

Deputy Commissioner for Operations;

Regional Commissioner, Philadelphia; and
Regional Commissioner, Dallas.

Sec. 2. Exceptions.

(a) No individual who is serving in an office listed in section 1 in an acting capacity, by virtue of so serving, shall act as Commissioner pursuant to this memorandum.

(b) Notwithstanding the provisions of this memorandum, the President retains discretion, to the extent permitted by the Federal Vacancies Reform Act of 1998, 5 U.S.C. 3345 *et seq.*, to depart from this memorandum in designating an acting Commissioner.

Sec. 3. Prior Memorandum Superseded.

This memorandum supersedes the Presidential Memorandum of May 9, 2002, entitled "Designation of Officers of the Social Security Administration."

Sec. 4. Publication.

You are authorized and directed to publish this memorandum in the *Federal Register*.

George W. Bush

[Filed with the Office of the Federal Register, 10:42 a.m., April 18, 2006]

NOTE: This memorandum was published in the *Federal Register* on April 19.

Remarks on the Nomination of Rob Portman To Be Director of the Office of Management and Budget and Susan C. Schwab To Be United States Trade Representative and an Exchange With Reporters

April 18, 2006

The President. Good morning. Today I'm announcing my nomination of two outstanding individuals to serve in my Cabinet and on my economic team.

First, I will nominate Rob Portman to be the Director of the Office of Management

and Budget. Rob will replace Josh Bolten, who this week started in his new role as my Chief of Staff. The Office of Management and Budget is one of the most essential agencies of our Government. The OMB has a central responsibility of implementing the full range of my administration's agenda, from defense programs that will keep our people secure, to energy initiatives that will break our dependence on oil, to tax policies that keep our economy growing and creating jobs.

In these and other areas, the job of the OMB Director is to ensure that the Government spends the taxpayers' money wisely or not at all. He is the person in charge of meeting our goal to cutting the budget deficit in half by 2009. And he is responsible for managing Federal programs efficiently. The American people deserve results for every hard-earned dollar they send to Washington.

The job of OMB Director is really an important post, and Rob Portman is the right man to take it on. Rob's talent, expertise, and record of success are well known within my administration and on Capitol Hill. For the past 11 months, Rob has served as United States Trade Representative. When he took the job, I told him to focus on opening new markets for American exports to ensure that our producers and farmers are treated fairly and to get Congress to pass the Central American-Dominican Republic Free Trade Agreement. He's accomplished those goals.

I signed CAFTA into law last summer, and Rob Portman and his staff completed trade agreements with Bahrain, Oman, Peru, and Colombia. He also re-energized the Doha trade talks at the World Trade Organization. Before joining my Cabinet, Rob represented the 2d District of Ohio in the United States Congress for more than a decade. He was a key part of the House leadership. He was an influential member of the Ways and Means Committee, and he served as vice chairman of the Budget Committee.

His legislative achievements range from reforming the Internal Revenue Service, providing tax relief for working families, to encouraging retirement savings. Rob's leadership in Congress was also marked by an ability to work across the aisle and bring people

together to get things done. And he's going to bring that same skill to his new post.

As Director of OMB, Rob will have a leading role on my economic team. He will be part of daily senior staff meetings led by Josh Bolten. He will consult often and work closely with legislators on Capitol Hill. He will be a powerful voice for progrowth policies and spending restraint.

Rob is a man of deep integrity. He knows the priorities of my administration; he can get things done. And the Senate should confirm him promptly as Director of the Office of Management and Budget.

I'm also pleased to announce that I'm going to nominate Deputy U.S. Trade Representative Susan Schwab to succeed Rob Portman as the new U.S. Trade Representative.

Trade is one of the most powerful engines of growth and job creation. America accounts for about 5 percent of the world's population, and that means that 95 percent of our potential customers live overseas. So my administration has taken an aggressive agenda to break down barriers to American exports across the world.

When I took office, we had three free trade agreements. Now, we have free trade agreements with 11 countries, and 18 more are pending. Susan will work hard to conclude these agreements and ensure that American goods, services, and crops are treated fairly in overseas markets.

Last year, the countries with which we have free trade agreements represented about 7 percent of the economy abroad but about 42 percent of our exports. Lowering trade barriers to the sale of our goods and services helps provide a level playing field for American workers and farmers and ranchers. And that means more jobs and opportunity, because our workers and ranchers and farmers can compete with anybody, anytime, anywhere, so long as the rules are fair, and Susan Schwab understands that.

As Deputy U.S. Trade Representative for the past 5 months, Ambassador Schwab worked tirelessly to open up new markets, and at the same time, making sure our people were treated fairly. Her trade portfolio covered several continents, and she led USTR

efforts in a number of vital policy areas, including intellectual property enforcement.

Susan also worked closely with Ambassador Portman to advance the Doha negotiations. Now she will use her experience to help complete the Doha round and create other new opportunities for American exporters.

Ambassador Schwab started her career as an agricultural trade negotiator in the Office of the U.S. Trade Representative, and she served our Nation overseas as a trade policy officer in our Embassy in Tokyo. In the 1980s, she worked as a trade specialist and then legislative director for Senator Jack Danforth, who chaired a key Senate subcommittee on trade. In the administration of former President Bush, she led a staff of more than a thousand as Director General of the U.S. and Foreign Commercial Service. Susan has also served as an executive in the private sector at Motorola and as a professor and administrator at the University of Maryland.

Throughout her distinguished career, Susan has earned the respect of her colleagues, and she has my confidence as well. The Senate should promptly confirm her nomination to be United States Trade Representative.

I appreciate the service that Rob and Susan have given the American people, and I'm really grateful they've agreed to take on new responsibilities. I also thank Rob and Susan's families today. I'm really glad that Rob's wife, Jane, is with us; and it's my pleasure to have welcomed Susan's parents, Gerald and Joan, to the Oval Office and to the Rose Garden. Glad you all are here.

I look forward to the Senate confirming Rob and Susan and welcoming them to be new members of my Cabinet.

Congratulations, and thank you for your willingness to serve.

[At this point, Director-designate Portman and Ambassador-designate Schwab made brief remarks.]

Iran

Q. Mr. President.

The President. Hold on for a second, please. I'll take a couple of questions. Nedra

[Nedra Pickler, Associated Press], Patsy [Patricia Wilson, Reuters], and Kelly [Kelly O'Donnell, NBC News], in that order.

Q. Thank you, Mr. President.

The President. A little louder, I'm getting older.

Q. Sir, when you talk about Iran and you talk about how you have diplomatic efforts, you also say all options are on the table. Does that include the possibility of a nuclear strike? Is that something that your administration will plan for?

The President. All options are on the table. We want to solve this issue diplomatically, and we're working hard to do so. The best way to do so is, therefore, to be a united effort with countries who recognize the danger of Iran having a nuclear weapon. And that's why we're working very closely with countries like France and Germany and Great Britain. I intend, of course, to bring the subject up of Iranian ambitions to have a nuclear weapon with Hu Jintao this Thursday. And we'll continue to work diplomatically to get this problem solved.

Patsy.

Israel-Palestinian Authority Relations

Q. Sir, are you encouraging Israel to show restraint in reaction to yesterday's Palestinian bombing? Or would a measured military response be appropriate?

The President. I have consistently reminded all parties that they must be mindful of whatever actions they take and mindful of the consequences. Our goal is to have two states living side by side in peace. I strongly deplore the loss of innocent life in the attack on the folks in Israel yesterday. It is unjustified, and it is unnecessary. And for those who love peace in the Palestinian territories, they must stand up and reject this kind of violence.

Kelly.

White House Staff/Fuel

Q. Morning, Mr. President. Do you expect that there will be some changes that were not voluntary? Today you've highlighted openings in your administration, but will Mr. Bolten ask some people to leave? And would you accept his counsel for Cabinet changes, as well as White House staffers?

The President. I understand this is—you know, this is a matter of high speculation here in Washington. It's the game of musical chairs, I guess you'd say, that people love to follow. My instructions to Josh Bolten was that I expect him to design the White House structure so that it will function so that he can do his job, function in a way so he's more likely to be able to do his job. And, of course, he will bring different recommendations to me as to who should be here and who should not be here.

And I'm the person who believes in aligning authority and responsibility. I've given him enormous responsibility and authority and expect the White House to work well. And it did under Andy Card, by the way. I'm most proud of his tenure as the Chief of Staff. But with a new man will come some changes. And Josh has got all the rights to make those recommendations to me. And, of course, I listen to advice as to my Cabinet as well. I must tell you that I'm—I've got strong confidence in my Cabinet officials, all of them, and I appreciate the service they've rendered.

But I also understand what happens in Washington. You know, a little flicker of gossip starts moving hard, and people jump all over it. The thing the American people have got to know is, we'll structure this White House so it continues to function to deal with major problems. And we're dealing with major problems. We're dealing with a war on terror. We're dealing with high gasoline prices.

And let me remind people that these high gasoline prices are caused by primarily three reasons: One, the increase in the price of crude oil. It's one of the reasons I stood up in front of the Congress and said, we've got to have strong and active research and development to get us to diversify away from crude oil. It's tight supply worldwide, and we've got increasing demand from countries like India and China, which means that any disruption of supply or perceived disruption of supply is going to cause the price of crude to go up. And that affects the price of gasoline.

Secondly, there's increasing demand. At this time of year, people are beginning to

drive more, getting out on the highways, taking a little time off, and they're moving around. And that increasing demand is also part of the reason the price of gasoline is going up.

And thirdly, we're switching fuel mixes. The summer fuel mix is different from State to State and is different from what is being used in the winter. And therefore, the combination of these creates higher gasoline prices. And I'm concerned about higher gasoline prices. I'm concerned what it means to the working families and small businesses, and I'm also mindful that the Government has the responsibility to make sure that we watch very carefully and to investigate possible price gouging. And we'll do just that.

Q. Is there going to be rationing, do you think?

The President. No, I don't—that's your word.

Secretary of Defense Rumsfeld

Q. Mr. President, you've made it a practice of not commenting on potential personnel moves——

The President. Of course I did.

Q. ——of calling it speculation——

The President. You can understand why, because we've got people's reputations at stake. And on Friday, I stood up and said, I don't appreciate the speculation about Don Rumsfeld; he's doing a fine job; I strongly support him.

Q. But what do you say to critics who believe that you're ignoring the advice of retired generals, military commanders, who say that there needs to be a change?

The President. I say, I listen to all voices, but mine is the final decision. And Don Rumsfeld is doing a fine job. He's not only transforming the military; he's fighting a war on terror. He's helping us fight a war on terror. I have strong confidence in Don Rumsfeld. I hear the voices, and I read the front page, and I know the speculation. But I'm the decider, and I decide what is best. And what's best is for Don Rumsfeld to remain as the Secretary of Defense.

I want to thank you all very much.

NOTE: The President spoke at 9:27 a.m. in the Rose Garden at the White House. In his remarks, he referred to President Hu Jintao of China; and

former Senator John C. "Jack" Danforth of Missouri.

Remarks Following Discussions With Prime Minister Fuad Siniora of Lebanon

April 18, 2006

President Bush. It's been my honor to welcome the Prime Minister of Lebanon to the Oval Office. Prime Minister, thanks for coming.

Prime Minister Siniora. Thank you very much for giving us the opportunity.

President Bush. Well, we just had a really interesting discussion. I told the Prime Minister that the United States strongly supports a free and independent and sovereign Lebanon. We took great joy in seeing the Cedar Revolution. We understand that the hundreds of thousands of people who took to the street to express their desire to be free required courage, and we support the desire of the people to have a government responsive to their needs and a government that is free, truly free.

We talked about the need to make sure that there is a full investigation on the death of former Prime Minister Hariri, and we'll work with the international community to see that justice is done. We talked about the great tradition of Lebanon to serve as a model of entrepreneurship and prosperity. Beirut is one of the great international cities, and I'm convinced that if Lebanon is truly free and independent and democratic that Beirut will once again regain her place as a center of financial and culture and the arts.

There's no question in my mind that Lebanon can serve as a great example for what is possible in the broader Middle East; that out of the tough times the country has been through will rise a state that shows that it's possible for people of religious difference to live side by side in peace; to show that it's possible for people to put aside past histories to live together in a way that the people want, which is there for to be peace and hope and opportunity.

And so, Mr. Prime Minister, we're really glad you're here. I want to thank you for the

wonderful visit we've had, and welcome you here to the White House.

Prime Minister Siniora. Thank you very much, Mr. President. I would like to really thank President Bush for giving us the opportunity to be here at the White House and to discuss matters of mutual interest to the United States and Lebanon, and matters that has to do with the developments that have been taking place in Lebanon.

For the past—over 16 or 18 months, Lebanon has been undergoing major changes. And Lebanon has really been committing itself that we want the change to happen to—in a democratic and a peaceful manner, but at the same time, to really stay course—on course; that we are there to meet the expectations of the people to have a united, liberal, free country, and, at the same time, prosperous economy.

So that are the matters that we have discussed with President Bush. And I really would like to seize this opportunity to thank President Bush and the United States for the support that they have been extending to Lebanon throughout the past periods and with all the resolutions that were taken since the assassination of Prime Minister Hariri. The United States has been of great support to Lebanon.

I am really convinced that President Bush and the United States will stand beside Lebanon to have Lebanon stay as a free, democratic, united, and sovereign state. And the United States is really of great importance in this regard, whether this can be done directly or indirectly. So I would like once more to express our great thanks for President Bush and the United States for this.

President Bush. Thank you, sir. Appreciate it.

NOTE: The President spoke at 11:51 a.m. on the South Lawn at the White House.

Remarks at Parkland Magnet Middle School for Aerospace Technology in Rockville, Maryland April 18, 2006

Thanks for having me. Please be seated. Madam Secretary—I never thought I'd be saying that 10 years ago, I might add. Of

course, she never thought I'd be President. [Laughter] It is good to be here with you all. Thanks to Parkland Magnet Middle School for having us. We just had an amazing tour. I say "amazing tour" because we saw what a unique place Parkland is, and we saw a really diverse student body. There's people from all kinds of backgrounds here.

We saw some—three really wonderful teachers, people who are dedicated to their profession, who deeply care about the students they teach. And for all of you here who are teachers, thanks for carrying on a really noble profession. We saw two scientists who are here from NASA. These are good, hard-working folks who said, "I kind of want to lend my expertise to try to convince a child that science is cool." You know, sometimes—you might remember those days, when you were in middle school, people say, you know, "Science isn't cool." Science is not only cool; it's really important for the future of this country. And it's great to have people we call adjunct professors here, to help lend their real-life experiences to stimulate junior high students to the wonders of science.

We saw robotics. When I was in the seventh grade, I don't think we spent much time on robotics. [Laughter] Of course, Mr. Jones, the teacher, probably said, "You didn't spend much time paying attention at all, did you, Mr. President." [Laughter] We saw people using little devices to look for sun spots. We saw the analysis of a parabola curve for sixth and seventh grade students. We saw a school that is setting high standards in the firm belief that every child can learn. That's what we saw.

And I want to thank the principal, Kevin Hobbs, for welcoming us here today. You know, Kevin skipped a vacation—at least he claimed he skipped a vacation—[laughter]—to be here. And I am so grateful you did so, sir. But more importantly, I am grateful that you're a principal. Great schools—the really good schools in our country have at its center an educational entrepreneur who is able to rally a teacher group to set high standards and follow through. And I want to thank you, Kevin. Again, I want to thank all the principals.

I appreciate Chris Van Hollen joining us today. Mr. Congressman, I'm pleased you

took time to be here. Thank you so much. It's a joy to be in your district.

I want to thank Nancy Grasmick, who is the Maryland State superintendent of schools. Margaret was telling me coming—I've known Nancy for a while—Margaret was talking about the implementation of No Child Left Behind—which, by the way is—I'll talk a little bit about. But it requires people who are dedicated to this firm belief that through accountability, you can determine whether or not every child is getting a good education. And I appreciate Nancy's philosophy and her service to the State of Maryland.

I want to thank—I thank Dr. Jerry Weast, who is the superintendent of schools here in Montgomery County. Jerry, thank you for your—for the tour, and thank you for your service as well. Dr. Charles Haughey, who is the board president. I don't know what's a harder job, Dr. Haughey, President of the United States or board president of a local school. *[Laughter]* Yes, I suspect board president of the Montgomery Country schools. *[Laughter]* Frank Stetson, the community superintendent—I want to thank the other State and local officials. I want to thank the parents who are here.

The truth of the matter is, the parent is really the child's first teacher. And every school I have been to as Governor or President, I have always found that parental involvement makes a significant difference in the quality of the education. So thank you for supporting the teachers and the principal who are here. Thank you for, more importantly, encouraging your children to aim high and work hard.

Here's the question that faces the country: Will we become a nation that is isolationist and fearful of competition from around the world, or will we be—continue to be a bold and innovative country?

We've got a good economy right now. And it's growing at rapid paces, and there's a lot of new jobs being added, and productivity is high, and people are owning homes, and that's all positive. The fundamental question is: How do we make sure that that's the case next year, 5 years, and 10 years from now? That's really what we're confronted with.

As you know, Hu Jintao is coming to Washington—or maybe you don't know—but the President of China is coming to Washington on Thursday. It's a very important visit. China is a very important strategic friend in many ways, and in many ways, they pose competition to us. It's a growing economy. They've got folks that are beginning to realize the benefits of a marketplace. Their entrepreneurship is strong. And we can either look at China and say, "Let's compete with China in a fair way," or say, "We can't compete with China," and therefore, kind of isolate ourselves from the world.

I've chosen the former route for the United States. I tell our people, we shouldn't fear the future; what we ought to do is shape the future. We ought to be in charge of our future. And the best way to do so is to make sure that we're the most innovative country in the world. We have been the most innovative country in the world for the past decades, and that has helped raise our standard of living. We need to always be on the leading edge of technological change. We need to be the center of research and development.

And so here are two ideas that I intend to work with Congress on to make sure that we're still the technological capital of the world—for the benefit of our people, by the way, so that the standard of living in America continues to improve for everybody. One is that we must increase Federal support for vital, basic research.

I don't know whether you realize it or not, but the Internet began as a Defense Department project to improve military communications. In other words, that was an area where the Federal Government spent research money, and out of that research and development came the Internet, which has substantially changed the way we live. The iPod, interestingly enough, was built on years of Government-funded research in microdrive storage and electrochemistry and signal compression. Isn't that interesting? I find it interesting.

In other words, investment at the Federal level in research has led to practical applications which improve the lives of our citizens. And so I proposed to the Congress that we double the Federal commitment to the most critical basic research programs in physical

sciences over the next 10 years. One way to make sure this country is the economic leader of the world so that our people benefit and can find work is for there to be a Federal commitment to research.

A second thing we can do is recognize that most research and development takes place in the private sector. That's about \$200 billion a year is spent in private-sector research. In other words, we've got some of the leading companies in our country doing research as to how to develop new products that will make sure that not only their company and their shareholders benefit but that it ends up in order to the benefit of the United States.

One way to encourage people to invest corporate funds is through the research and development tax credit. In other words, it's the use of the Tax Code to say, this is in your interest—the by the way, it's in our collective interest as well—but it's in your interest, your corporate interest to invest so that your product line remains modern, so that your scientists that work for your company are able to have funds necessary to continue to think anew.

The problem we have in America is that the research and development tax credit expires on an annual basis. And if you're somebody trying to plan for your—for the next 5 years or the next 10 years, which a lot of smart people do, it's difficult to do so if every year you're wondering whether or not the Congress or the President is willing to stand up and support the research and development tax credit. So another way to make sure that this country of ours is competitive, where we don't have to fear the future because we intend to be the leader, is to make sure that the research and development tax credit is permanent, to add permanency to that in through the Tax Code.

And thirdly, and one of the reasons we're here, is to make it clear to the American people that in order for us to be competitive, we've got to make sure that our children have got the skill sets necessary to compete for the jobs of the 21st century. We live in a global world, and that creates uncertainty in some; I understand that. There's a sense of, well, the world is so big and so connected

that it's—maybe we're really not in charge of things here.

In a global economy, for example, if our children do not have the skill sets for the jobs of the 21st century, the jobs are going to go somewhere else. And it's a fact of life. It's a part of the real world we have to deal with. It's a lot different from the 1950s, for example. There wasn't that sense of global competition—at least there wasn't that sense in Midland, Texas, let me put it to you that way. [*Laughter*] But there is today. If you're living in Midland, Texas, or living in Montgomery County, Maryland, it's important to understand, if children don't have those skill sets needed to compete with a child from India or a child from China, the new jobs will be going there.

And so in order to make sure we remain the leader of the world, we have got to continue our focus in education on high standards, accountability, and a new focus—an intense focus on math and science—just like what's happening in this school. I saw the children being taught the skills for the jobs of the 21st century—today. See, it's possible. As a matter of fact, it's happening in a lot of places all across America, just not enough. And this school is the kind of school that we've got to have in neighborhoods throughout the country.

And so here are some things—first of all, let me just remind you that—what the No Child Left Behind Act, as far as I'm concerned, means. It means, one, you believe every child can learn; two, you refuse to accept a system that just shuffles kids through school because they happen to be a certain age. In other words, you use an accountability system—and by the way, we've insisted upon measurement in return for Federal money. We didn't say, "We'll develop the test for you"—you develop your own accountability systems, but we expect there to be results when we spend money. And if you believe every child can learn, then you shouldn't be worried about measuring.

Some of you might remember the old reading curriculum debates, by the way—they were pretty ugly, at least when I was the Governor of Texas. People dug in on both sides of the issue, "I'm right. You're wrong; I'm right." And the best way to determine

what works is to measure. So the accountability system, which we should expect, says this: One, we believe every child can learn; therefore, let's measure to make sure every child is learning. And two, we understand there can be differences of opinion on what works and what doesn't work, so let's measure to determine what works. And third, it also makes sense to figure out how we're—how you're doing. How's Parkland doing? Are you doing well compared to other schools in the neighborhood? If not, why? And if so, keep doing what you're doing.

The accountability system is an important tool upholding people to high standards. It makes a lot of sense, as far as I'm concerned. One of the important parts of No Child Left Behind, by the way, particularly in the reading program, if you've fallen behind early, here's extra money to help you catch up. It's called supplemental services. It's a really important part of a program that says every child can read, and when we detect a child not reading, let's correct the problem early, before it's too late. In essence, we've ended social promotion, and we're having high standards. And that's what's going to be necessary to lay the foundation for the skill sets for the jobs of the 21st century. That's important.

And by the way, we're beginning to see marked improvement. How do we know? Because we're measuring. In 2005, America's fourth graders posted the best scores in reading and math in the history of the reading and math tests. And, oh, by the way, I've heard every excuse not to measure—you know, "You're teaching the test." No, you're teaching a child to read so he or she can pass the test, that's what you're doing. Or, "All you do is test." No, good schools are those who've got a curriculum that enables a child to be able to pass a standardized test. That's what we're talking about.

African American fourth graders set record scores in reading and math. That's important, and that's positive. Hispanic fourth graders set records in reading and math. That's important, and that's positive. I'm able to report this to you because we measure. If you didn't measure, you'd just have to guess, right? Maybe they're doing well; maybe they're not doing well. That system

didn't work. It doesn't work very well when you end up with a high school kid graduating, who can't read, and you go, "What went wrong? Where did we fail the child? What did we do wrong for the parent?" Measurement is an important way to make sure that children are not left behind.

The National Report Card showed eighth graders earned the best math scores ever recorded; eighth grade Hispanic and African American students achieved their highest math scores ever. We're beginning to make important strides. We're closing an achievement gap in America, an achievement gap that is wrong and important for the future of this country.

But we also know through measurement that our high school students, by the time they reach high school, have fallen behind most of the developed world in math and science. So there's been some positive results that ought to encourage us, but there's some warning signs. If we want to be a competitive nation, if we want our children to be able to have the jobs of the 21st century, those jobs that are high-paying, high-skilled jobs, we better do something about the fact that we're falling behind in math and science today. Now is the time to act.

And here's some ideas. One, one of the great programs that has been proven to work is advanced placement. It is a—I went to an amazing school in downtown Dallas, a really diverse school. It's a school where you walk in—at least you used to walk in, and say, "Well, these kids aren't supposed to do well." They just happen to have set the records for passing AP science and math tests in the United States. Of course, we Texans are always saying we—you know—[*laughter*]. Just telling you, that's what they told me. [*Laughter*] The point is, they're doing well because there's an AP program that helps set high standards and makes a difference.

And so what needs to be done to make Advanced Placement work? Well, one thing, the Federal Government needs to help train 70,000 high school teachers on how to teach AP and how to administer the program and how to make sure it's a viable part of school districts all around the country.

Second, we ought to have 30,000 math and science professionals in our classrooms over

the next 8 years. Today I met two; they're called adjunct professors. As I told you earlier, it's really important for students to see firsthand what it's like to be a scientist. Margaret and I didn't do a very good job of teaching what it's like to be a scientist. The two guys from NASA did an excellent job of teaching them what it is like to be a scientist. It is—there's just something that's important for a child to connect with a role model.

And I'm not kidding when I said we need to make sure that people realize math and science are cool subjects. Now, coolness, I think, is—I think it's still prevalent in the junior high, you know? [Laughter] Well, there's nothing better somebody to say this is important than somebody that's actually living it—living the field, living the dream of being a scientist.

And so we've got a goal of 70,000 AP teachers and 30,000 adjunct professors in classrooms. The House of Representatives reauthorized the Higher Education Act, which included the AP program and the adjunct teacher program. And I want to thank them for that. And I look forward to getting the Senate—[applause].

I signed an Executive order this morning establishing what is called the national math panel. Let me describe that to you. It's a part of our strategy to make sure that we achieve the objective of laying that foundation for our children in math and science. By January 31st, 2007, the national math panel will report their assessments of the best practices for teaching math. Those experts will come together and help advise school districts about what is working and what's not working; what skills the students need at what grade to master algebra and higher mathematics. In other words, starting to set those—help set realistic standards. The standards and accountability that will be needed to ensure students are learning math—that will be a part of their mandate. They will look at the teaching methods that are most effective for students of different abilities and backgrounds. They will look at the programs and learning materials that work best.

A lot of times, school districts need a little advice on how to—what works. It's—the purchasing, at least it was in my State—there's a lot of different decisionmakers around the

State. And I'm pretty confident it will make sense to have a national panel of experts make recommendations—not mandates—but recommendations about how school districts can achieve the objective of making sure math is properly taught and what needs to be used to make sure that it works.

They'll be coming up with recommendations on the most effective ways to train and select and place math teachers, which will be a very important recommendation. I'm not saying all teachers need extra help, but some teachers do. When they get out of a teachers' school, they're going to need the extra—the tools necessary to make sure we meet the goals. And so the math panel will be convening here shortly and reporting back to the country.

And I'm also proposing a new program called Math Now, which will be used to apply the recommendations. And here's what Math Now means: Teachers will be able to use the math panel's recommendations to ensure they're using the best techniques. And there will be money to help. Math Now is similar for No Child Left Behind's Reading First Initiative, which uses scientific findings compiled by the National Reading Panel to help local and State districts achieve their objectives. And by the way—sorry—it's working. The reading initiative is working. It's making an enormous difference in the lives of students from all walks of life.

Math Now for elementary school students will promote research-based practices. Math Now for middle school students will target students struggling with math.

One of the things in Reading First is that, as I told you, we use supplemental services to detect reading problems early and make sure a child gets extra help early, before it's too late. We intend to apply the same rigor in middle school for math students. The tests show we're fine in the fourth grade in math, and we're okay in eighth grade. They start to slip up prior to going to high school. That is the time to intervene in a child's academic career to make sure he or she has that skill set necessary to become the mathematicians or the scientists or the engineers by the time they get out of college.

And so that's what I've come to talk about. It's like setting realistic goals. It's understanding—it is telling this country how important public schools are to the future of our country and working with the public school system to make sure that we achieve a national objective. And that objective is to make sure that the United States of America remains the economic leader of the world, for the good of our people. And it recognizes that we have got to educate our children now for the skill sets necessary for tomorrow. And this is a better place—there's no better place to talk about that—and there is no better place to talk about that right here at Parkland Magnet Middle School for Aerospace Technology.

Thanks for letting us come by. God bless.

NOTE: The President spoke at 2 p.m. The Office of the Press Secretary also released a Spanish language transcript of these remarks.

Statement on the Resignation of H. James Towey as Director of the Office of Faith-Based and Community Initiatives

April 18, 2006

Jim Towey is a dedicated public servant who has served as a vital member of my administration for more than 4 years. Under his leadership, the Office of Faith-Based and Community Initiatives has applied the compassion of America to help solve some of our most challenging problems. His office has held 23 conferences around the country, assisting tens of thousands among America's armies of compassion. Eleven Federal departments and agencies now have Centers for Faith-Based and Community Initiatives that are building upon and expanding their good works in neighborhoods across the country.

Throughout his life, Jim has worked for Democrats and Republicans as an advocate for those in need. He served as Mother Teresa's legal counsel for many years. His work on behalf of the poor and the sick has improved lives. I admire Jim for his compassion, his faith, and his sense of humor. He is a man of great integrity, and I thank him for his service. Laura and I wish Jim, Mary, and the Towey family all the best.

Proclamation 8002—National Park Week, 2006

April 18, 2006

*By the President of the United States
of America*

A Proclamation

In America's national parks, the magnificent beauty of our country and important examples of our Nation's cultural heritage are preserved and made available to Americans and visitors from all over the world. Each year, as we observe National Park Week, we underscore our commitment to conserve our natural and historical treasures and encourage more Americans to enjoy, learn from, and protect these important parts of our heritage.

Our Nation has a long legacy of conservation. In 1872, Yellowstone National Park became our country's first national park, and more than four decades later, the National Park Service was created. Today, the national park system includes almost 400 sites, with parks in nearly every state. From Yosemite National Park in California to Acadia National Park in Maine, and from Independence Hall to the Martin Luther King, Jr., National Historic Site, America's national parks are home to some of our Nation's most beautiful landscapes and richest history.

This year's theme, "Connecting our Children to America's National Parks," reflects the National Park Service's commitment to encouraging young people to enjoy outdoor recreation and better appreciate our Nation's beauty and history. The National Park Service Junior Rangers program develops interest in our national parks by teaching children and their families about the importance of the national park sites. Young people can visit our national parks online by going to the Junior Rangers website at www.nps.gov/WebRangers. As Honorary Chair of the National Park Foundation, First Lady Laura Bush helps raise awareness about preservation of the parks and encourages support for programs like the Junior Rangers. Through initiatives like this, the National Park Service is promoting good stewardship of the environment and appreciation of our Nation's heritage.

With the opportunity to live in America comes a responsibility to ensure that our national parks remain a source of pride, pleasure, and education for all our citizens. During National Park Week and throughout the year, we pay tribute to the employees and volunteers of the National Park Service. For the past 90 years, these dedicated men and women have worked to maintain and enhance our national parks and to ensure that they are preserved and enjoyed for generations to come.

Now, Therefore, I, George W. Bush, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim April 22 through April 30, 2006, as National Park Week. I call upon the people of the United States to join me in celebrating America's national parks and becoming active participants in park conservation.

In Witness Whereof, I have hereunto set my hand this eighteenth day of April, in the year of our Lord two thousand six, and of the Independence of the United States of America the two hundred and thirtieth.

George W. Bush

[Filed with the Office of the Federal Register, 8:45 a.m., April 20, 2006]

NOTE: This proclamation was published in the *Federal Register* on April 21.

Executive Order 13398—National Mathematics Advisory Panel *April 18, 2006*

By the authority vested in me as President by the Constitution and the laws of the United States of America, it is hereby ordered as follows:

Section 1. Policy. To help keep America competitive, support American talent and creativity, encourage innovation throughout the American economy, and help State, local, territorial, and tribal governments give the Nation's children and youth the education they need to succeed, it shall be the policy of the United States to foster greater knowledge of and improved performance in mathematics among American students.

Sec. 2. Establishment and Mission of Panel. (a) There is hereby established within the Department of Education (Department) the National Mathematics Advisory Panel (Panel).

(b) The Panel shall advise the President and the Secretary of Education (Secretary) consistent with this order on means to implement effectively the policy set forth in section 1, including with respect to the conduct, evaluation, and effective use of the results of research relating to proven-effective and evidence-based mathematics instruction.

Sec. 3. Membership and Chair of Panel.

(a) The Panel shall consist of no more than 30 members as follows:

(i) no more than 20 members from among individuals not employed by the Federal Government, appointed by the Secretary for such terms as the Secretary may specify at the time of appointment; and

(ii) no more than 10 members from among officers and employees of Federal agencies, designated by the Secretary after consultation with the heads of the agencies concerned.

(b) From among the members appointed under paragraph (3)(a)(i) of this order, the Secretary shall designate a Chair of the Panel.

(c) Subject to the direction of the Secretary, the Chair of the Panel shall convene and preside at meetings of the Panel, determine its agenda, direct its work and, as appropriate to deal with particular subject matters, establish and direct the work of subgroups of the Panel that shall consist exclusively of members of the Panel.

Sec. 4. Report to the President on Strengthening Mathematics Education. In carrying out subsection 2(b) of this order, the Panel shall submit to the President, through the Secretary, a preliminary report not later than January 31, 2007, and a final report not later than February 28, 2008. Both reports shall, at a minimum, contain recommendations, based on the best available scientific evidence, on the following:

(a) the critical skills and skill progressions for students to acquire competence in algebra and readiness for higher levels of mathematics;

(b) the role and appropriate design of standards and assessment in promoting mathematical competence;

(c) the processes by which students of various abilities and backgrounds learn mathematics;

(d) instructional practices, programs, and materials that are effective for improving mathematics learning;

(e) the training, selection, placement, and professional development of teachers of mathematics in order to enhance students' learning of mathematics;

(f) the role and appropriate design of systems for delivering instruction in mathematics that combine the different elements of learning processes, curricula, instruction, teacher training and support, and standards, assessments, and accountability;

(g) needs for research in support of mathematics education;

(h) ideas for strengthening capabilities to teach children and youth basic mathematics, geometry, algebra, and calculus and other mathematical disciplines;

(i) such other matters relating to mathematics education as the Panel deems appropriate; and

(j) such other matters relating to mathematics education as the Secretary may require.

Sec. 5. Additional Reports. The Secretary may require the Panel, in carrying out subsection 2(b) of this order, to submit such additional reports relating to the policy set forth in section 1 as the Secretary deems appropriate.

Sec. 6. General Provisions. (a) This order shall be implemented in a manner consistent with applicable law, including section 103 of the Department of Education Organization Act (20 U.S.C. 3403), and subject to the availability of appropriations.

(b) The Department shall provide such administrative support and funding for the Panel as the Secretary determines appropriate. To the extent permitted by law, and where practicable, agencies shall, upon request by the Secretary, provide assistance to the Panel.

(c) The Panel shall obtain information and advice as appropriate in the course of its work from:

(i) officers or employees of Federal agencies, unless otherwise directed by the head of the agency concerned;

(ii) State, local, territorial, and tribal officials;

(iii) experts on matters relating to the policy set forth in section 1;

(iv) parents and teachers; and

(v) such other individuals as the Panel deems appropriate or as the Secretary may direct.

(d) Members of the Panel who are not officers or employees of the United States shall serve without compensation and may receive travel expenses, including per diem in lieu of subsistence, as authorized by law for persons serving intermittently in Government service (5 U.S.C. 5701–5707), consistent with the availability of funds.

(e) Insofar as the Federal Advisory Committee Act, as amended (5 U.S.C. App.) (the “Act”), may apply to the administration of any portion of this order, any functions of the President under that Act, except that of reporting to the Congress, shall be performed by the Secretary in accordance with the guidelines issued by the Administrator of General Services.

(f) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable by any party at law or in equity against the United States, its departments, agencies, entities, officers, employees, or agents, or any other person.

Sec. 7. Termination. Unless hereafter extended by the President, this Advisory Panel shall terminate 2 years after the date of this order.

George W. Bush

The White House,
April 18, 2006.

[Filed with the Office of the Federal Register, 8:45 a.m., April 20, 2006]

NOTE: This Executive order was published in the *Federal Register* on April 21.

Remarks Following a Meeting With Governors Who Traveled to Kuwait, Iraq, and Afghanistan

April 19, 2006

The President. I just had breakfast with four Governors who have returned from Kuwait, Iraq, and Afghanistan. I invited Secretary Rice and Secretary Rumsfeld, as well as Steve Hadley and Josh Bolten, to breakfast so that we could hear from these Governors.

First of all, I want to thank the four of them for traveling overseas. I particularly want to thank them for going to see our men and women who are helping secure freedom and peace. I thank them for sending a message from home that we care about them—that we care about our troops; that we'll support our troops; that we appreciate the fact that people are willing to make sacrifices.

I assured them that our goal in Afghanistan and Iraq is victory. And victory will be achieved when there is a democracy in both countries that are able to sustain itself and defend itself.

Secretary Rice brought the Governors up to date about a conversation she had with Ambassador Khalilzad. We fully recognize that the Iraqis must step up and form a unity government so that those who went to the polls to vote recognize that a Government will be in place to respond to their needs. In other words, we also recognize that vacuums in the political process create opportunity for malfeasance and harm. And so we assured these Governors that we understand full well that the political process in Iraq must occur soon, and we're working toward that end.

I again want to thank the Governors for coming. I thought—I asked them if they wouldn't mind saying a few words. We—I don't expect everybody to agree with my decision to go into Iraq, but I do want the people to understand—the American people to understand that failure in Iraq is not an option, that failure in Iraq would make the security situation for our country worse, and that success in Iraq will begin to lay the foundation of peace for generations to come.

Governor Daniels.

[At this point, Gov. Mitchell E. Daniels, Jr., of Indiana, Gov. Joe Manchin III of West Virginia, Gov. Tom Vilsack of Iowa, and Gov. Jeb Bush of Florida made brief remarks.]

The President. Yes. Again, I want to thank the four Governors for coming. Thank you for your eloquent statements. I appreciate your service to our Nation. I assured the Governors that the United States will complete the mission; that we will honor those who've paid the ultimate price, by completing the mission; that we will help those who desire to live in freedom, and in so doing, we will lay the foundations of peace for a generation to come.

I appreciate you all coming.

NOTE: The President spoke at 9:05 a.m. on the South Lawn at the White House. The transcript released by the Office of the Press Secretary also included the remarks of Governors Daniels, Manchin, Vilsack, and Bush.

Remarks Announcing the Resignation of Press Secretary Scott McClellan

April 19, 2006

Press Secretary McClellan. Good morning, everybody. I am here to announce that I will be resigning as White House Press Secretary.

Mr. President, it has been an extraordinary honor and privilege to have served you for more than 7 years now, the last 2 years and 9 months as your Press Secretary.

The White House is going through a period of transition. Change can be helpful, and this is a good time and good position to help bring about change. I am ready to move on. I've been in this position a long time, and my wife and I are excited about beginning the next chapter in our life together.

You have accomplished a lot over the last several years with this team, and I have been honored and grateful to be a small part of a terrific and talented team of really good people.

Our relationship began back in Texas, and I look forward to continuing it, particularly when we are both back in Texas.

The President. That's right. [Laughter]

Press Secretary McClellan. Although, I hope to get there before you. [*Laughter*]

I have given it my all, sir, and I've given you my all. And I will continue to do so as we transition to a new Press Secretary over the next 2 to 3 weeks. Thank you for the opportunity.

The President. First of all, I thank Scott for his service to our country. I don't know whether or not the press corps realizes this, but his is a challenging assignment dealing with you all on a regular basis. And I thought he handled his assignment with class, integrity. He really represents the best of his family, our State, and our country. It's going to be hard to replace Scott. But nevertheless, he's made the decision, and I accept it.

One of these days, he and I are going to be rocking on chairs in Texas, talking about the good old days and his time as the Press Secretary. And I can assure you, I will feel the same way then that I feel now, that I can say to Scott, "Job well done."

Press Secretary McClellan. Thank you, sir.

NOTE: The President spoke at approximately 9:39 a.m. on the South Lawn at the White House.

Remarks at Tuskegee University in Tuskegee, Alabama

April 19, 2006

Thank you all. Please be seated. Thanks for having me. Mr. President—[*laughter*]—got a nice ring to it. [*Laughter*] I respect President Ben Payton for his commitment to education and his commitment to the United States of America, and I'm proud to be on this campus.

I was telling President Payton that I knew about Tuskegee before I knew about most other universities when I was a kid. When I was growing up, believe it or not, in Midland, Texas, which is way out in the desert, I knew about Tuskegee. I knew Tuskegee was a center of excellence, has been for a long period of time. And I saw firsthand, it is still a center of excellence.

George Washington Carver—you've heard of him; so did I as a young guy. [*Laughter*] Booker T. Washington—when you think Tuskegee, you think Booker T. Washington.

And when you hear about Booker T. Washington, you think about Tuskegee—Ralph Ellison, or the music of Lionel Richie. I mean, Tuskegee has been a center for educational excellence and a place for opportunity for a long period of time here in the United States of America.

When I was the Governor of Texas—Governors are heads of the National Guard, and I had the opportunity and honor to name the person that headed our Guard. And I picked a fellow named Danny James—General Danny James. It just turns out his father was a man named Chappie James. As a matter of fact, Tuskegee—I was in the Chappie James Building a little while ago. You named the building after a fine person.

I appreciate the role that Tuskegee has had in the 20th century to break down racial barriers, to provide hope, and to help build a better America. What I'm here to talk about is the role Tuskegee will continue to play in the 21st century, and it is to prepare our students and our kids for the jobs of the 21st century. Tuskegee is a really important part of making sure the United States of America provides hope and opportunity for all people.

I want to thank Dr. Shaik Jeelani, who is the director for the Center for Advanced Materials. I don't know if you have seen that facility before. I'm sure some of you have who work here, but if you haven't, I strongly urge you to go there. It's a really interesting center of the—where you'll see the future being explored and developed. There's a lot of science going on there.

I appreciate being joined by Governor Bob Riley. Riley is a friend. Riley cares deeply about educating every child. I'm going to talk about the No Child Left Behind Act as part of the foundation to make sure every child gets educated, but in case I forget, Riley is willing to set high standards and hold people to account and provide help so no child gets left behind. And I want to thank you for your leadership.

Margaret Spellings is with us. She's the Secretary of Education. I've known her for a long time. I know this: She's committed to the public school system and the higher education system of the United States of America. I look forward to working with her to make sure that every child gets a good

education and every child has a chance to succeed.

I appreciate being here with the Congressman from this district, Congressman Mike Rogers. Thank you for coming, Congressman. I appreciate your service. Although he's not here, we better say something nice about Senator Shelby. *[Laughter]* The reason why is, is that he is the chairman of the Commerce, Justice, and Science Appropriations Committees. And what I'm going to talk about requires appropriations. *[Laughter]* That's why I'm being nice to him. *[Laughter]* Plus, I like him. He's a fine United States Senator—as is Senator Jeff Sessions.

I appreciate all the State folks who are here and the local officials who are here. I want to say something about my friend Johnny Ford. I'm proud that the mayor—there he is—city of Tuskegee mayor. Thank you, Johnny. Thanks for being here. I know you didn't ask me—my advice is, fill the potholes. *[Laughter]* If anybody can get them filled, it's Johnny. *[Laughter]* He's a good man.

Listen, I flew into Montgomery; I choppered over to the airfield. And what I found interesting was, that is the airfield where the Tuskegee Airmen trained. Now, Tuskegee Airmen have led an important part of the reputation of this facility. A lot of people know about the Tuskegee Airmen, and more people are going to know about it when we finish that museum.

With us today is Lieutenant Colonel Herbert Carter, Tuskegee Airman. Where are you, Colonel? Yes, sir. Thank you, sir. Did you bring Mildred? *[Laughter]* Oh, there she is. Hi, Mildred. Thank you for coming. And so is Major Carrol Woods, member of the Tuskegee Airmen. Thank you for coming, Major Woods. Proud you're here. Thank you, sir.

I appreciate the members of the Tuskegee Board of Trustees. I want to thank the university leaders. I particularly want to say something about the faculty. I thank you for teaching. Yours is a noble profession, and yours is an important profession, and I thank you for answering the call. And I want to say something about the students. I hope you're proud of this fine institution. And I know you'll bring honor to it by not only studying hard but by going out and being

people of accomplishment after you graduate. And so I thank you for having me. It's such an honor to be here.

So here's the problem we face. The problem is this: Can we compete? Are we going to be a nation in which we can compete in a globalized world? Tomorrow I'm welcoming President Hu Jintao of China to the South Lawn of the White House. Last month, I traveled to India to set the stage for new relations with that important country. These countries are emerging nations. They are growing rapidly, and they provide competition for jobs and natural resources. And it's really an interesting thought, when you think about it. The world has really changed, since at least when I was growing up, where competition might have been around, but it didn't really nearly affect the lives of our citizens as much as it does today.

I'll give you an example of the effects of globalization. When India buys more fossil fuels, it causes the price of crude oil to go up, which causes our price of gasoline to go up. That's an example of globalization. As these new jobs of the 21st century come into being, people are going to hire people with the skill sets. And if our folks don't have the skill sets, those jobs are going to go somewhere else. That's one of the effects of the world in which we live.

And there are several ways to look at the world in which we live. We can say, "We understand the world the way it is, and we're confident in our capacity to shape the future," or, "We don't like the way the world is, and we're going to withdraw and retreat." Withdrawing and retreating is not the right thing to do, in my judgment. America has always been able to compete. As a matter of fact, America should not be afraid of competition; we ought to welcome it and continue to be the leader of the world—the world's economy. We ought to continue to be the leader in research and development. We need to continue to be the leader in higher education. We shouldn't lose our nerve. We shouldn't see the future and fear the future; we ought to welcome the future.

And here are some things we need to do to make sure we shape the future. First is to make sure we're always on the leading edge of research and technology. I saw some

amazing things happening today. I was a history major, so maybe they were really amazing because I didn't know what I was looking at. *[Laughter]* It seemed amazing. *[Laughter]* I was at the Center for Biomedical Research—I was really at the Center for Advanced Materials called T-CAM, a sister organization to the Center for Biomedical Research and for the Center for Aerospace Science Engineering. Isn't that interesting, that those three centers exist right here in Tuskegee. I think it's a hopeful part of making sure we're a competitive nation and a confident nation, to be able to say out loud those three centers of excellence, the centers of science right here on this campus.

We spent some time talking about nanotechnology. I don't know if you know much about nanotechnology—*[laughter]*—but I met some students who knew a lot about nanotechnology—Ph.D. candidates who knew a lot about nanotechnology. By the way, Tuskegee produces Ph.D. candidates. I think you produced five last year. You're on your way to five more over the next year or so. That's important.

But also as important is the research that's being done here. It's research that will keep the United States on the leading edge, keep the United States competitive. And that's important for our fellow citizens because so long as we lead, our people are going to have a good standard of living. So long as we're the leader, people will be able to find good work. If we lose our nerve and retreat, it will make it hard for us to be able to provide those jobs people want. The more productive a society is—and by the way, research and development leads to higher productivity—the higher standard of living we'll have. And that's what we want. We want our people to be able to realize their dreams, to be able to get good work.

So here's the first thing that I intend to work with Congress on to make sure that we're on the leading edge of change and technology, and that is to increase Federal support for vital, basic research. I don't know if you realize this, but because of Defense Department spending in the past and because of the research that the Defense Department was doing to enhance communication, to improve military communications,

the Internet came to be. In other words, the Defense Department said, "We need to figure out how better to communicate." And therefore, they spent some research dollars at institutions like Tuskegee. And out of that research came the Internet, which has helped change our society in many ways.

Here's another interesting example of where basic research can help change quality of life or provide practical applications for people. The Government funded research in microdrive storage, electrochemistry, and signal compression. They did so for one reason; it turned out that those were the key ingredients for the development of the iPod. I tune in to the iPod occasionally, you know. *[Laughter]* Basic research to meet one set of objectives can lead to interesting ideas for our society. It helps us remain competitive. So the Government should double the commitment to the most basic—critical research programs in the physical sciences over the next 10 years. I look forward to Congress—to doubling that commitment.

Secondly—and by the way, those centers of excellence I went to are funded by—some of them are funded by grants from the Federal Government on this type of research money. So, obviously, it helps your institution flourish, but more importantly, it helps our country. It helps our country in two ways. There's no telling what's going to come out of this basic research. As a matter of fact, I saw nanotechnology applied to what could conceivably be the next airplane wing. Boeing is funding research into nanotechnology here at Tuskegee, which may end up yielding a lighter, more firm material which could become the basis for the new airplanes that you fly in. It's lightweight stuff, but it's really strong. It's right here on this campus that people are making research into this—*[applause]*.

But you notice I said "Boeing." See, the Federal Government has got a role to play, in my judgment, in basic research. But the private sector spends twice as much money on research and development that the Federal Government does. So I think it's important for us to put policy in place to continue that kind of research. If you were to ask the President and the folks involved with the scientific and the engineering departments

here, you'll find that private companies are providing research and development money to help meet certain objectives. And one of the things we got to do is continue to provide incentive for corporate America to make these investments. They spend about \$200 billion a year. If we want the country to be competitive, if we don't want to fear the future, and shape it, then there needs to be incentive for corporate America to continue to make these research and development investments.

We do that, by the way, through what's called the research and development tax credit. It's fancy words for saying that if you spend the money, there's going to be a—you'll get a credit on your income. It makes sense to me. It makes sense to a lot of other countries, too, by the way. A lot of countries, in trying to be competitive in this global world, are doing the same thing to encourage research and development, because they know what we know, that if you come up with new products and are constantly on the leading edge of change and innovation, the standard of living for the people in the country in which these investments are made goes up.

The problem we have is that the research and development tax credit expires every year. Now, if you're somebody trying to plan an investment strategy and you're uncertain as to whether or not the research and development tax credit is going to be around for the next year, then you're less likely to be aggressive in your research and development spending. It's logical. It makes sense.

So I think Congress needs to make sure there's certainty in the Tax Code, so as to achieve an important social objective—by the way, and an objective which helps Tuskegee—and that is they need to make the research and development tax credit a permanent part of the Tax Code.

Thirdly, and perhaps the most important way that this United States of America can remain the leader when it comes to economic development and opportunity, is to make sure our education systems work well. And so here are some ideas as to how to set in motion a strategy that says, we shouldn't fear the future; we ought to welcome it. We ought to be a nation that says, we can compete.

And the way to compete in the 21st century is to make sure that our children have got the skills necessary to fill the jobs of the 21st century.

I said earlier—and this is practical—if we don't get the children the skills in math and science and engineering, those jobs are going elsewhere. That's just the way it is. And therefore, we've got to deal with it head on. We can't hope the world changes. We've got to be confident in our capacity to achieve an objective. And it starts with making sure younger children know how to read and write and add and subtract.

I want to describe to you, if you don't mind, the theory and the strategy and the vision behind the No Child Left Behind Act. And here it is: One, I believe every child can learn. Two, I believe it is important for people to show us whether or not every child is learning. And three, if a child is not learning early, there ought to be extra help to make sure he or she does not get left behind. That's the theory behind No Child Left Behind Act.

We spend a fair amount of money at the Federal level, particularly on Title I students. It's money directed toward a certain segment of our population, as it should be. But I think in return for money spent, we ought to—we have said to the States, "You develop an accountability system to let us know whether or not a child can read," for example. All the talk about science and engineering and math matters nothing if the children cannot read. The first step toward making sure our children have the skills of the 21st century is to insist upon a solid reading program that works. How do you know whether a program works or not—really depends on whether or not you're willing to measure.

I was the Governor of Texas; I remember the big debates over the—how to properly teach reading. If you've ever been on a school board, I'm confident you were involved in that debate. And it was quite a philosophical argument. The way to cut through all the rhetoric is to say, "Let's measure and—to see." I've heard every excuse why not to measure, by the way. I don't know if you've heard them, but excuses ranging from, "All you're doing is teaching to test." No. My attitude is, when you teach a third grader to

read, he or she can pass the test. "All you do is spend time worrying about tests. It makes me nervous, tests." Well, what ought to make you nervous is a school system that simply shuffles children through without understanding whether or not they've got the basics.

I remember being told that testing is discrimination. I said, no, the system that's discriminatory is one that doesn't care and just says, "If you're so-and-so age, you belong here." I believe a compassionate society is one which says, let us find out early, before it's too late, and provide extra money for after-school tutoring or help to make sure children get up to grade level.

Now, if you believe certain children can't learn, then it's justifiable that you just pass them through. I believe every child can learn. And therefore, our school systems must make sure we focus on individual children. And so we're beginning to see some improvements, by the way, in the public school systems around America. How do we know? Because we measure.

In 2005, America's fourth graders posted the best scores in reading and math in the history of the test. That's positive. People are beginning to learn. African American fourth graders set records in reading and math. How do we know? Because we measure.

The Federal Government, by the way, didn't design the test. I'm a local-control-of-school guy; I don't think the Federal Government ought to be telling you how to run your schools. And one way to tell you how to run your schools is if the Federal Government designed the test. We said to the Governor, "Design your test, but make sure you measure; make sure we know." It's in your State's interest that people know whether or not the curriculum is working or whether children are learning to read and write.

The Nation's Report Card showed that eighth graders earned the best math scores ever recorded. And that's a positive development if you're worried about making sure our children have the skills to fill the jobs of the 21st century. Eighth grade Hispanic and African American students achieved the highest math scores ever. In other words, there's improvement. It's positive development. But here's the problem: By the time our kids get

into high school, we've fallen behind most of the developed world in math and science. In other words, we're closing the achievement gap, and there's improvement in the public school system around America, but what ends up happening is, is that there is a—is, we're beginning to fall off. And that's where the challenge exists.

And so, how do we make sure that our high school students are coming out of high school so they can go to a place like Tuskegee with a skill set necessary to even go farther, so we remain a competitive nation? Here are some ideas.

First, one of the programs that works well is the Advanced Placement program. I don't know if you've heard of the Advanced Placement program—I hope you've heard of the Advanced Placement program—it is a rigorous course study program. It basically says, it's possible for children from all walks of life to meet high standards. I went to an AP school in Texas, in inner-city Dallas. It wasn't one of these suburban deals; it was inner-city. And there's more children graduating from that high school with—passing AP than any other high school in America—at least, that's what they told me. Texans sometimes, you know, might—[laughter]—I believed the principal. [Laughter]

But, nevertheless, it is important to set high standards, particularly in math and science, and to have rigorous academia. And a good way to do that is through the Advanced Placement program. Therefore, the Federal Government needs to provide money to train 70,000 high school teachers on how to teach AP. In other words, take a system that's worked and see to it that it's spread all across the United States of America.

Secondly, yesterday Margaret and I went to a high school—a middle school outside of DC, in Maryland, and we met two NASA scientists that were there in the classroom exciting these kids about math and science and engineering. There's nothing better than having somebody in the classroom who actually knows what they're talking about in terms of the practical applications of science and math and engineering, to excite somebody.

I don't know what it's like now, but when I was coming up, it wasn't too cool to be a chemist—[laughter]—or a physicist, or science wasn't exactly—it just didn't ring. We need to make it ring for our kids in high school by having people who know what they're doing. Therefore, part of this program to make sure we're competitive is to bring 30,000 math and science professionals to teach in our classrooms. They're called adjunct professors. I think it's a smart way and a practical way to excite children to take the courses that are necessary to make sure this country is a competitive country.

I want to repeat to you again; if we don't have the skill sets necessary to compete for the jobs of the 21st century, they'll go somewhere else. If our kids do have the skill set necessary to compete for the jobs of the 21st century, the standard of living of our country is going to improve.

And that's the challenge we face. So I set up—recognizing that we need to do better in math and in science, I set up what's called a national math panel. It's a way to analyze—we got experts coming together, and they're going to analyze the best teaching methodology for math, the best curriculum for math. We did the same thing for reading, by the way. We set up a group of experts on reading. And they helped States and local districts understand what works, how best to make sure every child can read. And it's working. I just told you; it's working because we're measuring.

We need to do the same thing for math. We need to make sure that our teachers, our school boards, our principals, our superintendents, our Governors understand what works. You cannot set an objective and achieve that objective unless you have the tactics necessary to do that. And so we're going to call the experts together. They'll be presenting a report to Margaret and myself by January 31st of 2007. It will be a really important study, because, again, it will give—it will help States and local school districts have the methodology, the teaching methods necessary to help achieve an important objective.

And then we're going to implement what's called a Math Now program that will get those recommendations into the teacher's

hands. But there's also another interesting aspect of Math Now, which I think is vital, and that is, when we measure and find a child slipping behind in math in the eighth or ninth grade, that child gets extra help. We do that in the third and fourth grades when it comes to reading; we need to apply that same standard of help for a child as they head into the high school.

If you want to deal with the problem of the United States of America falling behind in math and science, you focus on the problem, and you focus on it with what works and money and extra help. And that's exactly what we intend to do to make sure that we begin to lay that foundation for a competitive tomorrow.

I also understand that the Federal Government has a role in helping people go to college, see. It's one thing to make sure the students have got the skill set, but if there's not the financial means to get to a university, then that skill set could conceivably be wasted. And we don't want to waste it. We want to make sure we've got a strategy that works in the early grades and in the high school, and then make it more likely a child can afford coming to a place like Tuskegee.

Of course, we have helped the Historically Black Colleges and Universities. I want to thank the good doctor for serving on the panel. I pledged a 30-percent increase of Federal help to Historically Black Colleges, and we met that commitment. I also said that it's really—the Pell grant system is a very important program. And since 2001, there have been 1 million additional students on the Pell grant program. So there are now 5 million students across the United States of America on Pell grants, which is an important part of making sure our students get to go to a higher education.

I want to talk about a new program that I hope will interest you. It caught the good president's fancy when I described it to him, and it's this. I've always believed that it's—if you have an objective, like encouraging people to take rigorous courses, particularly in math and science, which lays the foundation for our engineers and our chemists and our physicists of the future, then there ought to be incentives to do that. And Congress this year listened and passed a bill which I

signed into law, which Margaret is now going to implement, and it's this: There are two new grants associated with Pell grants. This will be a \$4.5-billion program over the next 5 years, and here's the way it works.

One is called the Academic Competitiveness grant, which will provide additional money to first- and second-year students, college students, who have completed a rigorous high school curriculum and have maintained a 3.0 GPA in college. There will be up to 750 for first-year students and up to \$1,300 for second-year students. The idea is to encourage rigorous courses and to provide incentive. I'm not talking about impossible; I'm talking about raising the standard—saying to somebody, "Here's your chance. Apply yourself in the fields that we know are necessary to be able to compete in the 21st century, and we'll help you more."

And then third, we've got what's called SMART grants. Now, these grants are for college students, third and fourth-year college students, who have maintained a 3.0 GPA and who major in math, science, or critical foreign languages. What we're trying to do is to make sure that people have got that skill set, and it makes sense to provide incentives for people. And by the way, these grants will be up to an additional \$4,000 per person.

So the Federal Government needs to play a vital role. One, a vital role is to set the goals and strategies, to make it clear to the American people we've got a choice to make: Do we compete or do we retreat; do we become isolationists and protectionists as a nation, or do we remain a confident nation and lead the world?

The Federal Government has got a role in making sure that there's research dollars available for places like Tuskegee. The Federal Government has got a role to provide incentive for private corporations to continue to invest in research and development.

I want to remind you that the research being done today in this university will end up somewhere in our society 10, 20, or 30 years from now. That's what's happening. And at the same time, that research is helping a young man or woman realize his or her dream, making sure that person gets the skill sets necessary to become the leaders.

We should never cede any educational territory to anybody anywhere in the world. We need to be the centers of excellence all around the United States. And one way to do that is to continue to provide financial help and to encourage people to take math and science through additional financial help. And another way to do it is to make sure the public school system provides excellent education early in a child's life, laying that foundation for children from all walks of life, all across our country, so that we can continue to be the country of hope.

I am very confident about the future of this country. There's nothing we can't do if we don't put our mind to it. And this is a step in putting our mind to making sure the United States of America is the finest country on the face of the Earth. I'm honored to be at one of the finest institutions in the United States of America to talk about this initiative. Thanks for letting me come. God bless.

NOTE: The President spoke at 12:20 p.m. in the Kellogg Conference Center. In his remarks, he referred to Benjamin Franklin Payton, president, Tuskegee University; and Gov. Bob Riley of Alabama.

Remarks at a Welcoming Ceremony for President Hu Jintao of China

April 20, 2006

Good morning. Laura and I are pleased to welcome President Hu Jintao and his wife, Madam Liu, to the White House.

The United States and China are two nations divided by a vast ocean yet connected through a global economy that has created opportunity for both our peoples. The United States welcomes the emergence of a China that is peaceful and prosperous and that supports international institutions. As stakeholders in the international system, our two nations share many strategic interests. President Hu and I will discuss how to advance those interests and how China and the United States can cooperate responsibly with other nations to address common challenges.

Our two nations share an interest in expanding free and fair trade, which has increased the prosperity of both the American people and the Chinese people. Trade in

goods between our two nations has grown to \$285 billion a year, and U.S. exports to China grew nearly 21 percent in last year alone. Our trade relationship can become even stronger as China adopts policies that allow U.S. companies to compete in China with the same freedom that Chinese companies are able to compete here in the United States. So we welcome China's commitments to increase domestic demand, to reform its pension system, to expand market access for U.S. goods and services, to improve enforcement of intellectual property rights, and to move toward a flexible, market-based exchange rate for its currency. These policies will benefit the Chinese people and are consistent with being a responsible member of the international economic system and a leader in the World Trade Organization.

Prosperity depends on security, so the United States and China share a strategic interest in enhancing security for both our peoples. We intend to deepen our cooperation in addressing threats to global security, including the nuclear ambitions of Iran; the genocide in Darfur, Sudan; the violence unleashed by terrorists and extremists; and the proliferation of weapons of mass destruction. I appreciate China's role as host of the six-party talks, which will be successful only if North Korea makes the right strategic decision: to abandon all its nuclear weapons and existing nuclear programs as pledged to the other five parties. I will continue to seek President Hu's advice and cooperation and urge his nation to use its considerable influence with North Korea to make meaningful progress toward a Korean Peninsula that is free of nuclear weapons.

The natural world also generates threats to international security, and the United States and China share a strategic interest in meeting these challenges as well. We will continue to cooperate to fight avian flu and other pandemic diseases. We will continue to cooperate to respond to natural disasters. We will continue to cooperate to develop alternatives to fossil fuels. New technologies can drive economic growth on both sides of the Pacific and help us become better stewards of our natural resources.

As the relationship between our two nations grows and matures, we can be candid

about our disagreements. I'll continue to discuss with President Hu the importance of respecting human rights and freedoms of the Chinese people. China has become successful because the Chinese people are—experience the freedom to buy and to sell and to produce. And China can grow even more successful by allowing the Chinese people the freedom to assemble, to speak freely, and to worship.

The United States will also be candid about our policy toward Taiwan. The United States maintains our "one China" policy based on the three communiques and the Taiwan Relations Act. We oppose unilateral changes in the status quo in the Taiwan Strait by either side, and we urge all parties to avoid confrontational or provocative acts. And we believe the future of Taiwan should be resolved peacefully.

The United States and China will continue to build on our common interests; we will address our differences in a spirit of mutual respect. We have made progress in building a relationship that is candid and cooperative, and President Hu's visit will further that progress.

And so, Mr. President, welcome to the White House. We're really glad you're here. I'm looking forward to our meetings, and I'm so thrilled to welcome Madam Liu as well. Thank you for coming.

NOTE: The President spoke at 9:44 a.m. on the South Lawn at the White House, where President Hu was accorded a formal welcome with full military honors. In his remarks, President Bush referred to Liu Yongqing, wife of President Hu. The transcript released by the Office of the Press Secretary also included the remarks of President Hu.

Remarks Following a Meeting With President Hu Jintao of China and an Exchange With Reporters

April 20, 2006

President Bush. The President and I will make opening statements. We'll be glad to answer two questions from each side.

Mr. President, welcome. We've just had yet another constructive dialog. I enjoy my visits with President Hu. He tells me what

he thinks, and I tell him what I think, and we do so with respect.

China has important relations with the United States. We obviously have commercial relations that are important. We're working on issues like Iran and Sudan. We've got a mutual interest in seeing that the Korean Peninsula is nuclear weapons-free. We spent time talking about Taiwan, and I assured the President my position has not changed. I do not support independence for Taiwan.

We don't agree on everything, but we're able to discuss our disagreements in a spirit of friendship and cooperation. So it's a very important relationship.

And, Mr. President, thank you for your frankness and for our discussions.

President Hu. To begin with, I would like to thank President Bush for his kind invitation and the generous hospitality accorded to me. And just now I had a pragmatic and constructive dialog with President Bush, and during that meeting, President Bush and I had in-depth exchange of views on the China-U.S. relationship and major regional, as well as international, issues of mutual interest.

We have reached important agreement at the meeting. We both agreed that under the new circumstances, given the international situation here, that China and the United States share extensive, common strategic interests and there is a broad prospect for the mutually beneficial cooperation between the two countries. A good China-U.S. relationship is of strategic significance to the maintenance and promotion of peace, stability, and development in the Asia-Pacific region and in the world at large.

We both agreed to view and address the bilateral relationship from a strategic and long-term perspective, and we both agreed to comprehensively move forward the constructive and cooperative China-U.S. relationship in the 21st century, to the benefits of the Chinese and American peoples and peoples around the world.

And during the meeting, I stressed the importance of the Taiwan question to Mr. President. Taiwan is an inalienable part of Chinese territory, and we maintain consistently that under the basis of the "one China" principle, we are committed to safeguard

peace and stability in the Taiwan Straits, and to the promotion of the improvement and development of the cross-straits relations. We have the utmost sincerity, and we will do this to our utmost, with all sincerity, to strive for the prospect of peaceful reunification. This being said, we will by no means allow Taiwan independence.

President Bush gave us his understanding of the Chinese concerns. He reiterated the American positions and said that he does not hope that the moves taken by the Taiwan authorities to change the status quo will upset the China-U.S. relationship, which I highly appreciate.

We both agreed to work together to promote the development of the economic ties and trade between the two countries on basis of a mutual benefit in seeking win-win outcomes. As for the differences, or even frictions between the two countries in this regard, we both believe that they may be properly resolved through consultations on an equal footing. Both Mr. President and I spoke highly of the outcomes from the 17th JCCT meeting which was held not long ago.

President Bush and I also agreed that the two countries need to further increase their exchanges and cooperation in the military, law enforcement, science and technology, culture, education, and other fields. We also both agreed to further step up our dialog and cooperation in such fields as counterterrorism, nonproliferation, the prevention and control of the avian influenza, energy, environmental protection, disaster prevention and relief, and other major issues.

Both sides agreed to continue their efforts to facilitate the six-party talks to seek a proper solution to the Korean nuclear issue, and both sides agree to continue their efforts to seek a peaceful resolution of the Iranian nuclear issue.

I assured Mr. President that China is willing to work together with the United States and other countries in the world in a joint endeavor to build a harmonious world featuring enduring peace and shared prosperity.

President Bush. Jennifer [Jennifer Loven, Associated Press].

Chinese Currency/Democracy in China

Q. Thank you, sir. President Hu, when will China become a democracy with free elections? And President Bush, why have you not been able to persuade China to more quickly revalue its currency?

President Bush. Last July, the Chinese made a major decision on their currency. There's been some appreciation in the currency. We would hope there would be more appreciation in the currency.

Q. President Hu?

President Hu. I don't know—what do you mean by a democracy? What I can tell you is that we've always believed in China that if there is no democracy, there will be no modernization, which means that ever since China's reform and opening up in the late 1970s, China, on the one hand, has vigorously promoted economic reforms, and on the other, China has also been actively, properly, and appropriately moved forward the political restructuring process, and we have always been expanding the democracy and freedoms for the Chinese citizens.

In the future, we will, in the light of China's own national conditions and the will of the Chinese people, continue to move ahead the political restructuring and to develop a socialist democracy, and we will further expand the orderly participation of the Chinese citizens in political affairs so that the Chinese citizens will be in a better position to exercise their democratic rights in terms of democratic supervision, democratic management, and democratic decisionmaking.

President Bush. Do you want to call on somebody from the Chinese side?

China-U.S. Relations/Trade

Q. I have a question for President Hu Jintao. And how do you view the problems and disputes between China and the United States in the field of economic ties and trade? And in your view, what kind of measures shall we take to properly resolve these issues?

President Hu. The economic ties and trade between China and the United States are an important component—the China-U.S. relationship as a whole. And in this economic ties and trade, I think that mutually beneficial cooperation and win-win outcomes represent the mainstream.

Although the two countries do have different opinions or sometimes even frictions in this relationship, what has happened has proven that all these issues or differences can be properly resolved through consultations on a equal footing and further expansion of the mutually beneficial cooperation.

We understand the American concerns over the trade imbalances, the protection of the intellectual property rights, and market access. We have taken measures, and we'll continue to take steps to properly resolve the issues.

China pursues a policy of boosting domestic demand, which means that we'll mainly rely on domestic demand expansion to further promote the economic growth of the country. We do not pursue a excessively high trade surplus.

We have already launched the reform of the RMB Chinese currency exchange rate regime, which has paid off initially. And in the future, we'll continue to make efforts to improve the RMB exchange rate regime.

We'll continue to expand the market access and increase the import of American products. As a matter of fact, lately, a delegation composed of Chinese businesspeople have been to the United States, and during their trip, they have totally signed 107 commercial contracts or agreements with a total value of over 16.2 billion U.S. dollars.

The U.S. technology products export to China, particularly in the field of the export of high-tech products, are quite incompatible with the economic might of the United States. I hope that the United States Government will be able to relax or ease the restrictions imposed on its export, particularly high-tech export to China. And we also hope that the U.S. Government will be able to create a level playing field for Chinese businesses who want to enter the American market. And this will certainly help bring down the trade deficit of the United States. And this will also contribute to the further sound and stable growth of the trading ties and economic cooperation between the two countries.

President Bush. Let me say something on this. First of all, it was a very comprehensive answer, and I appreciate that, Mr. President. I am heartened by the President's answer because he recognizes that a trade deficit with

the United States as substantial as it is, is unsustainable.

I appreciate his statement very much, because the American people—all we want to do is be treated fairly in the international marketplace. He's used the word "win-win," and that's a very important concept when it comes to economics that are mutually beneficial. Market access is very important, and I appreciate your commitment to that, Mr. President.

What also is very much important is that for the—as the Chinese society evolves, that it becomes an economy that is not export-driven but consumer-driven. I appreciate the Government's commitment to that evolution, because as there's more consumers and market access, it will mean that U.S. small businesses and businesses and farmers will have a chance to be able to find new markets. Obviously, the Chinese Government takes the currency issue seriously, and so do I. And finally, I want to remind our citizens, as the President said earlier, exports to China are up by 21 percent. And that means jobs.

And so we're going to continue to work on this very important relationship to make sure the playing field is level.

Steve [Steve Holland, Reuters].

Iran/North Korea

Q. Thank you. President Bush, have you presented President Hu to go along with tougher actions against Iran, if necessary, such as sanctions? And President Hu, is there more you can do to influence North Korea to give up nuclear weapons?

President Bush. The first goal of any dialog with a partner with whom we're trying to create peace is to have a common objective, a stated goal. And we have a common goal, and that is that Iran should not have the nuclear weapon, the capacity to make a nuclear weapon, or the know-how to how to make a nuclear weapon.

And the second goal is to be in a position where we can work on tactics. And one of the tactics that I've been talking to the President about is the use of the United Nations Security Council Chapter VII to send a common message to the Iranians that China and the United States and EU-3 countries, all

deeply are concerned about the Iranian ambition.

China is an important voice in international affairs. And I will continue to work with the President to strategize as to how best to achieve our important goal, which is a—an Iran without the capacity, the know-how, or a nuclear weapon.

President Hu. As our friends may know, that the nuclear issue on the Korean Peninsula, China has always been persuading the parties for their reconciliation and promote the talks for peaceful solution. And we have always been making constructive efforts to denuclearize the Korean Peninsula.

It is exactly thanks to the concerted efforts of the parties involved that in September last year, the six parties had their fourth-round talks and successfully concluded a joint statement as a initial result, which has not come easily.

The six-party talks have run into some difficulties at the moment. I hope that the parties will be able to further display flexibility, work together, and create necessary conditions for the early resumption of the talks.

China-U.S. Cultural Exchanges

Q. Mr. President, good morning. I would like to know, what is on your mind and what kind of things you can do to facilitate the people-to-people and cultural exchanges between the two countries?

President Bush. I remember giving—well, the first graduation speech I ever gave as President was to Notre Dame. And I was—I distinctly remember the—a number of Chinese students that were there who had gotten advanced degrees. And it's a vivid reminder that one of the best ways for there to be exchange is for there to be exchange of students. I think the more U.S. students who study in China, and the more Chinese students who study in the United States will lead to lasting understanding, which is very important for future relations.

Obviously, there will be exchanges in the arts. There's a great interest in the United States about the Chinese arts and the history of Chinese arts. There's going to be sports exchanges. Yao Ming, I mean, he's a perpetual exchange. He's a great player, and he's here all the time. The Olympics will bring

a great opportunity for us to have interchange. There's all kinds of ways for the United States and Chinese people to get to know each other, and I look forward to encouraging those kind of avenues of dialog. Presidents can talk, but sometimes the best way to have lasting friendship is for there to be a lot of people-to-people exchanges.

Thank you very much.

NOTE: The President spoke at 11:16 a.m. in the Oval Office at the White House. In his remarks, he referred to Yao Ming, center, National Basketball Association's Houston Rockets. President Hu and two reporters spoke in Chinese, and their remarks were translated by an interpreter.

Remarks at a Luncheon Honoring President Hu Jintao of China

April 20, 2006

Mr. President, Madam Liu, Laura and I are honored to welcome you to the—and your delegation to the White House. It's a pleasure to have you here, along with our other distinguished guests.

China is home to an ancient civilization, and it is helping to shape the modern world. In a single generation, China's economy has moved from isolation and stagnation to engagement and expansion. As China has grown, our two peoples have come to know one another better.

Thirty-five years ago this month, the Chinese Government welcomed the United States ping-pong team to Beijing. *[Laughter]* It's an event that marked the beginning of renewal—renewed cultural exchanges between our two nations. Today, Chinese athletes compete professionally in the United States, and Americans appreciate the opportunity to see them play.

In 2008, China will welcome athletes from all over the world as your great nation hosts the summer Olympics. Beijing will showcase China's transformation and demonstrate China's commitment to the international institutions that make fair and peaceful competition possible for all nations.

Mr. President, I thank you for the constructive and candid conversations we had this morning. I appreciate the opportunity to expand the dialog between our two great na-

tions. And, Mr. President, I'm pleased to offer a toast to you and to your gracious wife and to the people of China.

NOTE: The President spoke at 1:20 p.m. in the East Room at the White House. In his remarks, he referred to Liu Yongqing, wife of President Hu. The transcript released by the Office of the Press Secretary also included the remarks of President Hu.

Remarks at the President's Environmental Youth Awards Ceremony

April 20, 2006

The President. Thank you. Please be seated. Thanks for coming. Welcome. Glad you're here. Sorry I'm a little late. I just finished having a lunch with President Hu Jintao of China, a very important lunch. I hope you forgive me for running a little late. But thanks for letting us come by to say hello. I'm proud to join Steve Johnson in honoring young Americans who have given time and energy to help make this country a better place. We're really glad you're here.

You're serving as young stewards of the environment, which means you're setting a good example for what it means to be a citizen. It's, like, what we call citizenship in action. And you're helping make America a wonderful place. And so we're really glad you're here. I'm glad to be a part of the award ceremony.

I want to thank all the Administrators from the EPA who are here, but I particularly want to thank Steve and Debbie for joining us as well. We're here to honor, Steve, in case you don't know it yet—*[laughter]*—49 young Americans who are helping to protect the natural heritage of our country. I appreciate the fact that you're setting good examples too, by the way, and doing what you're doing, you're showing people how to lead and how to be a responsible citizen.

I appreciate the rain gardens that were built in places like Massachusetts and Michigan to catch runoff and prevent it from polluting local rivers and streams. That's a smart idea; thanks for doing it. In New York, folks here have organized volunteers to stencil warnings near neighborhood sewers. That's

a good way to help protect the environment, isn't it?

In Pennsylvania, folks here built an environmental demonstration house to showcase environmental products and technologies. It makes a lot of sense to showcase new technologies. After all, technologies are going to help change the world in a positive way so that we can be good stewards of the environment.

As a matter of fact, one of the technologies that are—a part of the technological revolution that we're pushing hard here is to change the way we drive our automobiles. One of these days, we're going to have what they call hybrid plug-in batteries. You'll be able to drive your car for the first 40 miles on electricity. That seems to make sense. It does a couple of things. One, it helps to improve the environment, but it also makes us less dependent on oil. And one of my hopes is that one of these days, the cars you drive won't be using any oil but will be using hydrogen, as a way to protect the environment. So those of you who are working on new technologies, thanks. It's a smart thing to do. That's exactly what this Government needs to be doing more of as well, and will be doing more of.

I'm proud to welcome folks from Georgia, and your club called "The Creek Freaks." [Laughter] When I first heard the name, I thought it might be like a band or something, you know? [Laughter] I welcome the folks from Arkansas, who are clearing trash. By the way, the Creek Freaks are helping to protect wetlands. I don't know if you know this, but we've increased the wetlands by a half-a-million acres over 2 years. That's a really important initiative. And for those of you who are helping do that, I want to thank you very much.

In Arkansas you've cleared trash and developed projects to stabilize the banks of a local stream. Thanks for coming, welcome. If you happen to get close to Texas, tell them hello.

In Missouri, you restored a portion of a park—adjacent to a school—to a native prairie. I don't know if you know this or not, but Laura and I are fortunate to own some property in central Texas, near a town called Crawford. You've heard of it, Richard.

[Laughter] One of our projects is to restore as much of our land as possible to native grasses and wildflowers. We've got buffalo grasses, bluestem—little bluestem grass. And interestingly enough, we've converted about 50 to 60 acres of our land to—so we can provide seed for people so they can then plant little bluestem. And it's a neat project, and I would encourage ranchers and farmers to be able to find ways to help plant native grasses, just like the kids from Missouri have done here.

In Alaska, you built a grated wall that provides access to a local creek. That makes sense, you know. People ought to be allowed to have access to nature, but you want to do it in a way that protects the environment. It's one of the reasons why I proposed that we spend \$5 billion on making sure that the maintenance issues in our national parks are improved, and we're on the way to making sure that happens. I believe in national parks, and I believe people ought to have access to national parks. After all, it's the people's parks; it's not a handful of people's parks. It's everybody's park. And the Federal Government has a role to maintain those parks, and we're doing a good job of that.

In California, 8-year-olds here launched a composting and recycling effort called, "The Wonderful Weird World of Worms." [Laughter] That's kind of hard for me to say. [Laughter]

Got some folks from Utah that built a hybrid land speed racer which he drives to school and races at the nearby salt flats to raise awareness about alternative fuel vehicles. I just talked to you about the hybrid plug-in battery and hydrogen. There's another alternative fuel that we need to use in our vehicles, and that's ethanol. I don't know if you study that in your schools, but it's possible to make fuel for automobiles from corn. As a matter of fact, we're doing quite a bit of that in the Midwest—or sugar. Sugarcane is pretty good for making fuel—ethanol.

But we're close to some breakthroughs, some technological breakthroughs that will enable us to make ethanol from wood chips and compost. And when we hit that, all of a sudden, you're going to see ethanol all across the country. It makes sense to drive

our cars from agricultural products, doesn't it, as opposed to oil?

And so thank you for setting such a good example. We're really glad you're here. You know, good environmental policy requires Federal effort, but it also requires State effort and local effort and volunteer effort. All of us need to pitch in to make—to conserve the land and make this country as beautiful as can be. And by being here today, you're showing a strong commitment for the future of our country. And we're blessed that we've got people like you that are willing to do what you did.

So I want to welcome you. I want to welcome you all; I want to welcome your teachers. Thank you for being here. Thanks for teaching. I want to welcome your parents. I really appreciate you raising such good folks. And I want to welcome the EPA Administrator to announce the awards. God bless, thanks for coming.

[At this point, Administrator of the Environmental Protection Agency Stephen L. Johnson introduced the award recipients from each region, and the President congratulated them.]

The President. Thanks for coming. Congratulations.

NOTE: The President spoke at 2:59 p.m. in Room 450 of the Dwight D. Eisenhower Executive Office Building. In his remarks, he referred to Debbie Johnson, wife of EPA Administrator Johnson; and Richard E. Greene, Environmental Protection Agency Region VI Administrator.

Proclamation 8003—National Physical Fitness and Sports Month, 2006

April 20, 2006

By the President of the United States of America

A Proclamation

For 50 years, the President's Council on Physical Fitness and Sports has helped individuals, schools, communities, businesses, and organizations promote healthy lifestyles. During this year's National Physical Fitness and Sports Month, we celebrate the Coun-

cil's 50th anniversary and underscore our Nation's strong commitment to health, physical activity, and fitness.

President Dwight D. Eisenhower founded the President's Council on Youth Fitness in 1956 to encourage America's youth to make fitness a priority. He wrote that year, "Our young people must be physically as well as mentally and spiritually prepared for American citizenship." The Council later became the President's Council on Physical Fitness and Sports, including people of all ages and abilities and promoting fitness through sports and games.

Today, the Council continues to play an important role in promoting fitness and healthy living in America. My HealthierUS Initiative provides simple steps to help citizens live longer and better lives, and millions of young people and adults have participated in the President's Challenge awards program. The Council's website, fitness.gov, has information about these programs and other ways Americans can improve their health through physical activity. By exercising regularly and maintaining healthy eating habits, individuals can feel better and reduce their risk of chronic health conditions like obesity, diabetes, heart disease, and cancer. An active lifestyle also creates opportunities for friends and family to spend time together and enjoy various forms of exercise, such as biking, hiking, and team sports. The medical benefits, increased self-confidence, and stress reduction that can come from athletic activity help contribute to a healthier, more productive Nation.

I urge children, teens, and all Americans to make time every day for exercise and to encourage family, friends, and neighbors to live healthier lives by participating in physical fitness activities. As President Kennedy said at the 1961 Youth Fitness Conference, "We do not want in the United States a nation of spectators. We want a nation of participants in the vigorous life."

Now, Therefore, I, George W. Bush, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim May 2006 as National Physical Fitness and Sports Month. I call upon the people of the United States to

make daily exercise a priority. I encourage individuals, community organizations, and schools to celebrate with physical and athletic activities and to work toward the great national goal of an active, fit America.

In Witness Whereof, I have hereunto set my hand this nineteenth day of April, in the year of our Lord two thousand six, and of the Independence of the United States of America the two hundred and thirtieth.

George W. Bush

[Filed with the Office of the Federal Register, 8:49 a.m., April 21, 2006]

NOTE: This proclamation was published in the *Federal Register* on April 24.

Proclamation 8004—National Volunteer Week, 2006

April 20, 2006

By the President of the United States of America

A Proclamation

Throughout our country, volunteers make America stronger and better by reaching out to help their neighbors in need. During National Volunteer Week, we recognize the millions of individuals who dedicate their time, talents, and energy to making a difference in the lives of others and reaffirm our commitment to supporting these soldiers in the armies of compassion.

In the 1830s, a Frenchman named Alexis de Tocqueville visited our Nation and saw that the secret to America's success was our talent for bringing people together for the common good and our willingness to serve a cause greater than self. Today, the great strength of America is still found in the hearts and souls of our people. By making a commitment to service, integrity, and good citizenship, our Nation's volunteers show their gratitude for the blessings of freedom and help build a more hopeful future for our children and grandchildren.

Since we created USA Freedom Corps in 2002, my Administration has matched mil-

lions of willing volunteers with opportunities to serve in their communities. These kind-hearted individuals help people who hurt, mentor children who need love, feed those who are hungry, and shelter those who need homes. In the aftermath of the devastating hurricanes of 2005, people throughout our great Nation opened their hearts to help the Gulf Coast recover and rebuild. We will continue to foster the efforts of the millions who care deeply about the future of our country and the plight of their fellow citizens. Americans can find more information about volunteer service opportunities in their own hometowns by visiting the USA Freedom Corps website at volunteer.gov.

Our Nation is a force for freedom and prosperity, and our greatness is measured by our character and how we treat one another. During National Volunteer Week, and throughout the year, we appreciate the millions of volunteers across America and strive to be a more compassionate and decent society.

Now, Therefore, I, George W. Bush, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim April 23 through April 29, 2006, as National Volunteer Week. I call upon all Americans to recognize and celebrate the important work that volunteers do every day throughout our country. I also encourage citizens to explore ways to help their neighbors in need and serve a cause greater than themselves.

In Witness Whereof, I have hereunto set my hand this nineteenth day of April, in the year of our Lord two thousand six, and of the Independence of the United States of America the two hundred and thirtieth.

George W. Bush

[Filed with the Office of the Federal Register, 8:49 a.m., April 21, 2006]

NOTE: This proclamation was published in the *Federal Register* on April 24.

Digest of Other White House Announcements

The following list includes the President's public schedule and other items of general interest announced by the Office of the Press Secretary and not included elsewhere in this issue.

April 15

In the morning, at Camp David, MD, the President had an intelligence briefing.

In the afternoon, the President and Mrs. Bush had Easter lunch with family members.

April 16

In the morning, at the Evergreen Chapel at Camp David, the President, Mrs. Bush, and family members attended an Easter Sunday service. Later, he met with U.S. military personnel.

In the afternoon, the President and Mrs. Bush returned to Washington, DC.

April 17

In the morning, the President had an intelligence briefing. Later, on the State Floor, he and Mrs. Bush attended a White House Easter Egg Roll breakfast reception. They then participated in the White House Easter Egg Roll on the South Lawn.

Later in the morning, the President traveled to Sterling, VA, where, upon arrival, he toured Europa Stone Distributors, Inc.

In the afternoon, the President returned to Washington, DC.

The President announced his intention to nominate Paul A. Denett to be Administrator for Federal Procurement Policy at the Office of Management and Budget.

The President announced his intention to appoint the following individuals as members of the U.S. Holocaust Memorial Council: Debra Abrams; Esther Jungreis; Norma Lerner; Marvin A. Pomerantz; Alan Neil Rechtshaffen; J. Philip Rosen; Elie Wiesel; Bradley David Wine; and Judith Yudof.

April 18

In the morning, the President had an intelligence briefing. Later, he traveled to Rockville, MD, where, at the Parkland Magnet Middle School for Aerospace Technology, he met with students and teachers.

In the afternoon, the President returned to Washington, DC.

The President announced his intention to nominate Rob Portman to be Director of the Office of Management and Budget.

The President announced his intention to nominate Susan C. Schwab to be U.S. Trade Representative, with the rank of Ambassador.

April 19

In the morning, the President had an intelligence briefing. Later, he met with a children's soccer team from Iraq. He then traveled to Tuskegee, AL, where, upon arrival, he met with USA Freedom Corps volunteer Vester Marable. Later, at Tuskegee University, he participated in a demonstration of nanotechnology research.

In the afternoon, the President returned to Washington, DC.

The President announced his appointment of Joel D. Kaplan as Assistant to the President and Deputy Chief of Staff for Policy.

The President announced his recess appointment of John L. Palmer and Thomas R. Saving as members of the Boards of Trustees of the Federal Old-Age and Survivors Insurance Trust Fund, the Federal Disability Insurance Trust Fund, the Federal Hospital Insurance Trust Fund, and the Federal Supplementary Medical Insurance Trust Fund.

The President announced his recess appointment of Bertha K. Madras as Deputy Director for Demand Reduction at the Office of National Drug Control Policy.

The President announced his recess appointment of James F.X. O'Gara as Deputy Director for Supply Reduction at the Office of National Drug Control Policy.

April 20

In the morning, the President had an intelligence briefing.

In the afternoon, in the East Room, the President and Mrs. Bush hosted a social lunch and entertainment for President Hu Jintao of China and his wife, Liu Yongqing.

April 21

In the morning, the President had an intelligence briefing. Later, he met with Secretary of State Condoleezza Rice. He then traveled to Moffett Federal Airfield, CA, where, upon arrival, he met with USA Freedom Corps volunteer Joe Russo. While enroute aboard Air

Force One, he participated in a telephone conversation with Prime Minister-elect Romano Prodi of Italy to congratulate him on his election victory.

Later in the morning, the President traveled to San Jose, CA.

In the afternoon, the President traveled to Stanford, CA, where, at a private residence, he met with Hoover Institution Fellows. Later, the President had dinner at a private residence.

In the evening, the President traveled to St. Helena, CA.

The White House announced that the President will host Prime Minister Anders Fogh Rasmussen of Denmark at Camp David, MD, on June 9.

Nominations Submitted to the Senate

NOTE: No nominations were submitted to the Senate during the period covered by this issue.

Checklist of White House Press Releases

The following list contains releases of the Office of the Press Secretary that are neither printed as items nor covered by entries in the Digest of Other White House Announcements.

Released April 17

Transcript of a press briefing by Press Secretary Scott McClellan

Statement by the Press Secretary on the terrorist attack in Tel Aviv, Israel

Released April 18

Transcript of a press briefing by Press Secretary Scott McClellan

Fact sheet: The American Competitiveness Initiative: Encouraging Innovation

Released April 19

Transcript of a press gaggle by Press Secretary Scott McClellan

Released April 20

Transcript of a press briefing by Deputy National Security Adviser Faryar Shirzad and National Security Council Acting Senior Director Dennis Wilder on the President's Meetings with President Hu Jintao of China

Statement by the Press Secretary announcing that the President signed H.R. 4979

Released April 21

Transcript of a press gaggle by Press Secretary Scott McClellan

Statement by the Press Secretary: President Bush to Host Danish Prime Minister Anders Fogh Rasmussen at Camp David

Statement by the Press Secretary: International Monetary Fund (IMF) and World Bank Spring Meetings April 22–23, 2006

Statement by Council on Environmental Quality Chairman James L. Connaughton on levee repairs in California

Acts Approved by the President

Approved April 20

H.R. 4979 / Public Law 109–218
Local Community Recovery Act of 2006